

UNIT 3: ELEMENTARY – WASHINGTON STATE HISTORY

BEING CITIZENS OF WASHINGTON: SALMON RECOVERY AND THE BOLDT DECISION

LEVEL 2

Instructional Support Materials:

[Part 2: How the Boldt Decision Affects Us Today](#)

[Part2: How the Boldt Decision Affects Us Today \(Spanish Language Version\)](#)

[Part 3: Centennial Accord](#)

[Part3: Centennial Accord \(Spanish Language Version\)](#)

[Cross Discipline Graphic Organizer](#)

[Framed Character/Plot Chart](#)

[History Frame Graphic Organizer](#)

[Opinion-Proof Graphic Organizer](#)

[Salmon Homecoming Activity Book \(2001\)](#)

[Salmon Homecoming Alliance Student Workbook \(2015\)](#)

[Wy-Kan-Ush-Pum \(Salmon People\) Activity Book](#)

[A Tribal History of Natural Resource Management](#)

[Shadow of the Salmon Guide](#)

[A Story of the Pacific Northwest Salmon](#)

[Columbia River Salmon Stories](#)

Learning Goals

- Students will engage in readings and activities that focus on how the state and tribes found solutions to improve relationships toward a common goal of protecting salmon after the Boldt Decision.
 - Students will research tribal and non-tribal websites that demonstrate government-to-government relationships in working toward salmon recovery.
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Time: Approximately 2 – 40 minute class periods

Teacher Preparation

- Photocopy classroom sets of Part 2: How the Boldt Decision Affects Us Today and Part 3: Centennial Accord.
- Choose and copy the graphic organizers you will use in scaffolding the reading comprehension.
 - *Cross Discipline Graphic Organizer*

- Framed Character/Plot Chart
 - History Frame Graphic Organizer
 - Opinion-Proof Graphic Organizer
 - Problem-Solution Paragraph Organizer
 - Load some of the sites below and prepare to project and explain them to the class.
 - “T” Charts for each student (students can create them in reading journals or notebook paper.
 - Optional: Copies of selected activities from:
 - *Salmon Homecoming Activity Book* (2001)
 - *Salmon Homecoming Alliance Student Workbook* (2015) (<http://salmonhomecoming.org/education>)
 - *Wy-Kan-Ush-Pum (Salmon People) Activity Book* from the Columbia River Intertribal Fish Commission - (<http://www.critfc.org>)
 - “A Tribal History of Natural Resource Management” from the *Shadow of the Salmon*
 - *Shadow of the Salmon Guide* - (<http://salmondefense.org/projects/educate/shadow-of-the-salmon/>)
 - *A Story of the Pacific Northwest Salmon* - (<https://www.bpa.gov/Power/pl/columbia/stories/journey1.htm>)
 - *Columbia River Salmon Stories*
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Learning Activities

1. Introduction: Have you ever heard someone say, “Easier said than done?” Give an example from the classroom or your life. Ask the students to give examples as well. Well, this was especially the case with the state and tribal governments after the Boldt Decision was made.
2. Teaching Point: Yesterday you learned about a very important court decision called the Boldt Decision. Today you will learn how perseverance and commitment aid in carrying out difficult decisions.
3. Using the same reading strategies as described in Level 1, students will read and understand the two articles “*The Boldt Decision Today*” and “*The Centennial Accord.*”
4. After reading *Part Two: “The Boldt Decision Today*”, ask students to imagine that they are hired mediators who will help the state and tribes come up with a solution to how to improve relationships. Student mediation teams can brainstorm solutions based on evidence and prior knowledge.
5. Read *Part Three: “The Centennial Accord*” to find out how state and tribal governments hope to build their relationship.
6. Reveal some websites that demonstrate government-to-government relationships in working toward salmon recovery.
7. Show them the Governor’s Office of Indian Affairs site. (<http://goia.wa.gov>)
